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ABSTRACT

This document describes the 1997-98 Student Learning Outcomes (SLO) Initiative at Spokane Community College (SCC) in Washington. The SLO mission is to define and integrate critical Student Learning Objectives and Abilities into college-wide, outcomes-based curricula so that students in all courses of study show understanding and proficiency in becoming productive citizens and lifelong learners. The SLO Initiative identified four critical Abilities: (1) responsibility; (2) communication; (3) problem-solving; and (4) global awareness. In addition to funding 37 mini-grants to facilitate integration of these abilities and related assessment tools into courses, SLO coordinated faculty and staff development efforts, remodeled the curriculum review process for new or revised courses, and created a Web page to demonstrate and reinforce SLO's purpose and accomplishments. The SLO budget and a detailed description of each mini-grant are included. SLO issues include adjusting for the impact of high rates of administrative and faculty turnover, training of new personnel about outcomes and assessment, and continuing pressure to meet (and to help revise future) legislative performance measures in a way consistent with the SLO Initiative. (PGS)

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Annual Outcomes Assessment Report, 1997-98

A. EXECUTIVE SUMMARY

1. Highlights of Assessment Activities

- Mini-Grants
- NISOD Excellence Awards
- Outcomes Home Page
- Book Project
- Outcomes Magazine/Book
- Institutional Assessment
  a. Legislatively Mandated Performance Measures
  b. Outcomes Measures as Assessment Tools
- Graduate Breakfast Assessment

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2. Improvements Made/Actions Taken

All new courses must demonstrate how the four college-wide abilities are included in the courses. The mini-grants overall improved the number of assessment tools created at the college by facilitating over 37 individual faculty members to include the abilities and assessment in their courses. Significant progress was made with including the abilities in the Student Services/Counseling areas. Outcomes gave input into the legislatively mandated performance measures and proposed new ones for next year.

3. Strengths of Assessment Effort

To overcome the high rate of faculty and administration turnover and the resultant unfamiliarity with Outcomes and Assessment, we have reached out to new hires and adjunct to participate in our Mini-Grants.

We have developed a web page where Outcomes will highlight upcoming assessment conferences and workshops to improve our visibility and accessibility. We will be sharing presentations of the Mini-Grants with the campus to promote the use of various assessment tools so everyone is not reinventing the wheel. We added synopses of our Mini-Grants to the web page so other campuses can access the contents as models for their work.

The assessment results from our Graduate Breakfast were particularly supportive of Spokane Community College's institutional effectiveness in relation to our four Outcomes Abilities.

4. Weaknesses of Assessment Effort

SCC lost its CEO, the Vocational Dean, the Vice President of

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Student Services, the Dean of Liberal Arts, the Dean of Business, and the Dean of Health and Environmental Sciences. In 1998-99 thirty faculty will be retiring from Community Colleges of Spokane. This vast turnover has prohibited as much progress as we would have liked because we are constantly retraining the new hires regarding Outcomes and Assessment.

Secondly, the request for comments on the performance measures came so late that the Core Group had limited chance to provide thoughtful input. We did make a concerted effort to contribute to those proposed for next year.

5. Major Priorities/Issues for 98-99

To overcome the lack of knowledge about Outcomes and Assessment, we plan to encourage new faculty, staff, and administrators, as well as adjuncts, to get involved with our Core Group. We strongly advise more involvement with institutional assessment for our campus because accreditation is relying so heavily on assessment. Our Mini-Grant process will be moved to the department level, with an individual selected by the department proposing to add the four Outcomes Abilities and assessment strategies at the program level rather than individual courses.

B. Narrative Report

1. DESCRIPTION:

The Student Learning Outcomes Initiative (SLO) at Spokane Community College supports an educational environment where the power and growth of learning are valued. The SLO mission is to define and integrate critical Student Learning Objectives or Abilities into college-wide curricula so that students in all courses of study show understanding and proficiency in becoming productive citizens and lifelong learners.

Four Abilities of A Spokane Community College Student:

Responsibility: the ability to recognize, understand, and accept ownership for learning by self-assessing, demonstrating, and evaluation behaviors that support the learning situation.

Communication: the ability to create meaning between themselves and their audience; learn to listen, speak, and write effectively using words, graphic, electronic media, computers, and quantified data.

Problem-solving: the ability to assess, evaluate, and apply information from a variety of sources and in a variety of contexts.

Global Awareness: the ability to demonstrate an awareness and appreciation of the world: its scientific complexity, its social diversity, and its artistic variety.

Strategic Goal:

We will offer the students and communities quality outcomes-based (verifiable, competency-based) curricula that reflect and meet the diverse, changing requirements of individuals, institutions, and industry (SCC Strategic Plan, 1997. 10).

In addition, we seek to develop unity in relation to Abilities integration and assessment. The support and encouragement of the Administration, Faculty, and Staff of Spokane Community College is essential to this effort, which encompasses three major campus areas: Instruction, Student Services, and Administration. All new courses or redeveloped courses must include the four Outcomes Abilities in their curricula.

Mini-Grants

The Mini-Grant recipients from 1996-97 developed one of three projects:

- The integration of the College-Wide Abilities into an existing course
- The design of a capstone project as an overall Outcomes Assessment tool for a course or program
- The development of the performance-based model of instruction for a course or program

They presented their projects with visual aides and handouts at an afternoon reception in the fall. The model syllabi, their outcomes, and their assessment tools were well received and many observing faculty and staff learned how to imbed the four abilities in their courses. Since the grants successfully pulled faculty and staff into Outcomes who had never before participated, a request for proposals to include the four abilities and assessment tools into courses for 1997-98 was issued.

After the leadership team interviewed all those who entered proposals, Outcomes awarded thirty-seven and a half $500 grants. We called the recipients in for a second set of interviews after six weeks to answer any questions and to help them finish their projects. Again, the recipients amazed us how creative they could be, and of course SCC benefited because they gave far more than $500 worth of their time to develop these projects.

NISOD Excellence Awards

SCC departments were asked to nominate one person from each department for the NISOD Excellence awards. The eight winners were sent to Austin, Texas, to receive their awards, attend the NISOD convention, and bring back new assessment techniques from the sessions they attended to share with the campus at an Outcomes workshop.

Student Services/Counseling

After the Core Group discussed the abilities with a counselor who is a Core Group member, two leadership-team members visited the SCC Counselors' regular meeting to talk about how counseling might use the four Abilities. Some common goals and strategies were developed. The Core Group also worked with Student Services, and the ideas were especially well received by Career Center staff due to the efforts of a Core Group member who is also a staff member. As more disciplines join the Outcomes Core Group, these members' efforts are so instrumental in bringing their divisions on board and increasing our institutional effectiveness.

Outcomes Home Page

We developed an Outcomes Home Page with the help of our librarian and new web master. Since the Washington State Board for Community and Technical Colleges also developed a statewide home page, we will create mutual hot buttons to access materials. We included references to assessment articles on a national scale and synopses of our mini-grant projects, as well as our newsletter and latest annual report.

Book Project

Outcomes funded another across-the-curriculum book project--Indian Creek Chronicles--and brought the author, Pete Fromm, to campus to meet with students and faculty and to do a reading. Forty faculty members read the book and participated in the project, many with their students. Faculty designed assignments and assessment tools for incorporating the books within their disciplines. Water resources students and survival training officers held an excellent workshop for students and faculty to discuss issues from the book about salmon preservation and man's winter wilderness survival techniques.

Because of the success of the book project, the Outcomes Core Group selected the book ***Tuesdays with Morrie*** by Mitch Albom to be used the entire year 1998-99 for writing across the curriculum. A representative from health will be asked to head up the project to continue involving more faculty and staff from different divisions. Spokane Falls Community College selected this book and the PE Department is bringing the author to campus. We have offered to provide some funding in exchange for sharing the author.

Outcomes Magazine/Book

Ryan Morrison completed ten essays of student success stories which he had contracted in 1996-97 with Outcomes to produce to help with student retention. The four Outcomes Abilities are addressed, as is Outcomes Assessment. One featured former student who was doing poorly and ready to drop out but then succeeded was Dan O'Brien. Outcomes will use this tool in 1998-99 to promote Outcomes and student success. The book of essays about student success will be printed in time for Winter Quarter 1999 to help inspire and retain students.

Institutional Assessment

Legislatively Mandated Performance Measures
President Williams and Vice President Tony Embrey asked the Outcomes Core Group to help devise a plan for meeting the four legislative performance measures in a way consistent with our Abilities and Outcomes so SCC would receive the one percent of its budget held back by the Legislature. We provided some input and possible ways to assess the outcomes. The Outcomes group was then added to the committee selected to formulate some 1998-99 strategies to replace the unrealistic legislative mandates, and again we provided new information and helped mesh these plans with Outcomes.

Outcomes Measures as Assessment Tools
SCC has kept statistics regarding job placement, salaries, etc., for several years, which many colleges are just beginning to record. These statistics

helped with institutional assessment and performance measurements. Our Outcomes Core Group investigated portfolios as a tool for assessing the effectiveness of the institution by keeping a portfolio of the student's progress in all departments. Many high school students will come to us with portfolios, and several four-year institutions require our students to document their writing in portfolios. Additionally, with the advent of testing for competency in the high schools, portfolios would provide a way to track K-16 competency. Several assessment conferences and State Board workshops have addressed these tools and trends during the 1997-98 year. Outcomes agreed to focus on what we care about--our mission and goals about learning--and use our evidence to support institutional assessment and accreditation.

Graduate Breakfast Assessment Results

All graduating students were invited to attend a breakfast where Phi Theta Kappa honor society students distributed and proctored a survey assessing the four Outcomes Abilities and how SCC contributed to the students' success (institutional assessment). Of 251 students, 99 percent were satisfied with all four Outcomes Abilities they achieved at SCC; less than one percent were dissatisfied. With regard to institutional effectiveness, the students were asked how they would describe their preparation at SCC for their career or future academic work. Eighty-five percent answered "Good" or "Excellent." (See copy of survey and results attached hereto.)

2. EXAMPLES OF IMPACT:

The assessment activities are examples of the impact the assessment initiative has had on our institution. The awarding of the thirty-seven Mini-Grants increased assessment activities in the classroom and institution as follows:

Classroom

Thirty of the Mini-Grants are designed to integrate the four Outcomes Abilities into the classes and show how these Abilities will be assessed in the classroom.

Programs

Seven of the mini-grants are directed at programs expanding their efforts to make their entire program assessment base.

Institution

All new courses or major changes in current courses must demonstrate how the campus-wide four Abilities will be included in the course.

Student services/counseling has developed tools to track students and help them in assessing their goals and problems which prevent course completion.

The Council of Academic Deans is including how faculty implement assessment activities in the faculty review process.

The development of the home page has made Outcomes a visible part of the institution's involvement in assessment.

3. ANALYSIS/JUDGMENT:

In our Mini-Grant process, some departments had several requests for the same course number. Therefore, we will encourage departments to select an individual to include the four Outcomes Abilities and assessment strategies at the program level. Although there might be multiple assessment tools for one course, the sharing of these tools can be very helpful to all the faculty.

The assessment project of Melodye Wiens, one of our Mini-grant recipients from last year, was accepted nationally and also internationally. She subsequently enlarged her proposal into a Kellogg Institute Practicum, to benefit Outcomes and the Washington State Developmental Outcomes Task Force.

The assessment initiative has been very successful on the day-to-day classroom operations. However, we need to continue to institutionalize our efforts because the importance of these institutional assessments has been emphasized by the Legislature and the accrediting bodies.

4. LINKAGES:

At SCC Outcomes Assessment activities are required in each course that is sent to the curriculum committee. Each new course or course with major changes will be checked to determine if it meets outcomes assessment criteria.

The Outcomes Core Group has planned and carried out activities to help each individual instructor with the incorporation of Outcomes Abilities and assessment in their courses and programs. This year Outcomes will be funding Mini-Grants to work with departments as a whole to incorporate Outcomes requirements into each course in that department. The Outcomes will speak to the four Abilities established on this campus. In program reviews and also in the tenure review of instructors, Outcomes activities are discussed.

The roadblocks to implementing the Outcomes Abilities across the whole campus are numerous. Many times this is beyond the control or influence of the Outcomes Core Group. There has been a large percentage turnover recently in administrators on this campus. We will see a large turnover in faculty in the next five years. There seems to be a reluctance of faculty near retirement to change the way they teach or to become involved with Outcomes activities.

Training of new faculty in Outcomes assessment activities and explanations as to the benefits of teaching to outcomes should be emphasized to each new hire. The adjunct faculty will also need to be brought up to speed on Outcomes activities. This has not been stressed in the past on this campus.

5. MAJOR PRIORITIES/ISSUES FOR 1998-99:

Mini-Grants

We look forward to the November 1997-98 all-institution Mini-Grant recipient presentations demonstrating the results of the integration of the four College-Wide Abilities and their Outcomes Assessment training tools and models for other faculty and staff. The 1998-99 grants will be awarded to individuals

selected by their departments to imbed the abilities and assessment in the department curricula for all their instructors.

Technology Workshop

Outcomes will co-sponsor with the Forum for Excellence a workshop October 16 for faculty and staff. Since technology changes every 72 days, we must help our SCC faculty, staff, and administrators stay abreast of the latest information.

Assessment

Outcomes will continue to participate in integration of the four Outcomes Abilities, institutional assessment (perhaps with portfolios), accreditation, and legislative performance indicators/measures, while maintaining our commitment to learning and excellence in teaching. We continue to support developmental education and its assessment research and to promote lifelong learning for faculty, staff, administration, and students.

6. BUDGET:

Category	Amount Spent	Notes/Comments
Coordination/Administrative	$14,209	Salaries for the Assessment Team
Assessment Project Costs	$24,756	Mini-Grants
Professional Development	$15,189	NISOD and Workshops
Support Costs	$2,296	

7. ATTACHMENTS

Student Learning Outcomes $500 Grants Awarded for 1997-98

These grants are awarded to individuals to incorporate SCC's four Student Learning Outcomes Abilities into their courses along with methods of assessing the Abilities. The four core Abilities are responsibility, communication, problem-solving, and global awareness.

English 101

To make English 101 a more "real-world" experience for students, Lynn West is designing a community project. Students must choose either a campus or local community issue and actively research it, which means meeting with people, attending meetings, conducting interviews, volunteering, etc. They will then do a culminating presentation for the class or the college. Students must meet weekly deadlines (responsibility) for writing and reporting (communication) on their work. They will also create a plan and suggest a change they can make within the quarter involving this issue (problem solving). In choosing the area of the environment, they are showing their (global awareness). Their writing will be evaluated, but the kinds of writing they do will be more practical and have a wider audience. They will do self-assessments and group assessments.

English 101

Nan Bulish was awarded a grant in English 101. Performance Based Education

clearly provides opportunities for students to actively participate in their own learning and assessment, so her classes have been redesigned to make students responsible for their own learning by setting up a contract between the students and Nan. Two days are spent listing, negotiating and developing responsibilities for the students and the instructor. The contract is then typed by a student, signed by both the students and instructor, and integrated into the syllabus. Utilizing a contractual agreement between the students and clearly incorporates all of the Student Learning Outcome Abilities.

English

Dennis Keen formerly received a grant in English 101 to restructure his courses into readings and writing assignments centered around the four Abilities: Responsibility, Communications, Problem Solving, and Global Awareness. This year he will extend the integration further. As a final essay assignment in his course, he will ask students to discuss and describe the qualities of an educated person. This inquiry may allow Outcomes, if it chooses, to have a set of additional measurable indicators for the four core Abilities. He has collected approximately seventy-five essays and will compile a ranked list of the qualities students have mentioned. He will then compare this list to the core Abilities and measurable indicators and make suggestions to SLO for possible revisions to its statements.

English 201

Klint Hull received a grant to develop a system of assessing the Abilities in his English 201 class. His strategies will involve student participation in their own assessment and peer assessment to incorporate responsibility, communication and problem-solving. Global Awareness will be assessed in a final writing project that involves critical thinking about some global issue. News clips from Night Line will also incorporate global awareness.

English 201

Gwendolyn James will develop a reading-to-writing strategy designed for student mastery in the following areas: effective written and oral communication through participation, research, critical thinking, and problem solving. Through self-editing and peer-editing, students take responsibility for their learning, including evaluation with a set of shared criteria, conferences, learning contracts, and a portfolio. By expressing themselves orally in class discussion and in writing, students practice communication skills. The thematic nature of the course addresses global issues.

Hospitality

Charlie Martin's grant in menu planning, purchasing, and financial management classes. These classes are being altered so that the students receive responsibility and communication skills. By having knowledge of products, receiving merchandise, inventory, designing their own Restaurant, and create a menu and project sales and expenses. They must also write effectively, evaluate decisions in their marketing and use their creativity and graphic skills.

CUL 270

Greg D. Richards received a grant in Culinary Arts. After receiving training

from the Disney Institute in Quality Service (April 1998), he will incorporate the knowledge into his Presidential-CUL 270 course and his etiquette workshops. He will integrate communications into the curriculum so that students who complete the course will communicate with others on a more complex level, which is absolutely necessary for success in the culinary arts field. Global awareness will also be incorporated as students learn how to communicate and provide excellent customer service to all types of customers. In order to do this, students must be aware of the different cultures that they will be dealing with as a public service.

Dental Assisting

Pat Norman received a grant in Dental Assisting to develop a video demonstrating skills the student will master in Chairside Related Theory (111), a first quarter clinical class. First quarter students are overwhelmed with the amount of information they are learning, and this video will give them the opportunity to view the skills and be prepared to ask questions and focus on their areas of needed improvement prior to clinical classes. This video will enable the students to have at-home instruction, but will tie to a laboratory manual of objective criteria for each specific task to ensure greater student performances with skills that will enable them to achieve successful employment.

Julie Davitt received a grant in Dental Radiology114 and Sterilization 112 clinical classes to develop a video demonstrating skills the student will master. This video will give the students the opportunity to view the skills be prepared to ask questions and focus on their areas of needed improvement prior to clinical classes. The students will be evaluated by a pass/fail competency. The students will use decision-making, problem solving, and critical thinking for each of the skills in which they will be evaluated.

Allied Health

Carolyn Linnell received a grant in Allied Health. As many health information services are now being contracted out, graduates of the Health Information Technology program must address the business side of health care in addition to the legal and ethical dimensions. She will develop a learning module which centers around the formation of a health record correspondence copy service company.

Jeannie Hurd received a grant in Surgical Seminar 250, a class designed for the Surgical Technology student to pull together the many aspects of experience they have had in the six-quarter program. Assessment tools should be better defined as a result of the focus on responsibility, communication, problem solving, and global awareness. The units of instruction include resume writing and interview skills, specimen management, death and dying, a community project, and a capstone surgical project.

Glenda Terry received a grant in the Health Information Technician program to incorporate the college-wide abilities and specify how the abilities will be assessed and measured. The project requires that the students demonstrate good communication skills appropriate for the work environment and a global awareness of the health care system.. It also requires work initiative, responsibility, and problem-solving to carry out the demands of the project.

Erin Ciason received a grant in the Dietetic Technician program to develop a new assessment tool for the first year Dietetic Technician students as they enter their second year of study. This assessment tool would be utilized by the students over the summer to prepare them for their clinicals and for the second year of study which is application-based (in contrast to the first year which is predominantly knowledge-based).

NCT 263 (Echocardiography II)

Dennis K. Carney received a grant to use classroom presentations, a component part of the Echocardiography course, to identify the recipient of the Hewlett Packard Presenter of the year award. Students are required to select a topic that is recommended or approved by the instructor, research the topic, develop goals and objectives for the presentation, and summarize the information. The presentation must reflect an extension beyond what students have learned in their general course of studies and include a variety of sources outside their standard textbooks. Students are required to use presentation software (PowerPoint) to develop goals and objectives for the presentation. Students must be prepared for a question and answer period following each presentation. Their accomplishments will be added to their portfolios.

DT 130 Allied Health

Paula Brown will incorporate the Food Guide Pyramid into the curriculum of DT 1430, Food Preparation, as well as develop an assignment which involves students teaching others about the Food Guide Pyramid. Throughout the program, students deal with women and men of various ethnic and cultural backgrounds who have little or no nutritional knowledge, making the basic nutritional knowledge contained in the Food Guide Pyramid of great importance as they listen to clients' nutritional concerns, problem solve with the clients, and communicate possible solutions orally and through the written word. Each student will be asked to teach someone outside of the nutrition profession how to make sensible choices from a Food Guide Pyramid that is specific to the ethic or cultural background.

Cheryl Bruce received a grant in the Ophthalmic Dispensing course to evaluate student performance for skills in the optical dispensing area using an evaluation tool checklist. Students must properly select and dispense a pair of glasses.

Dee Arkell received a grant in Respiratory Care to develop a patient testing. The students will use problem solving to access, evaluate and apply information from a variety of sources and in a variety of contexts. Responsibility and Communication abilities would also become an integral component in the Standardized Patient Testing. An interesting feature in standardized patient testing is that the patient also evaluates the student.

Applied Education

Shyamali Roy Hauth received a grant in Applied Education 123. Students will be given a team presentation project with specific goals outlined, which will include a briefing to a foreign company. They will then be placed in an environment which contains implements, scents, sounds, foods and people from another culture (Japan, the Middle East, etc.). The company to be briefed must be convinced to use/work with the organization represented by

the students. This project will increase students' communication abilities, responsibility, problem solving/critical thinking, and global awareness through a curriculum which integrates all the skills learned during the course) in a situation designed to stimulate awareness and understanding of the cross-cultural communication process.

BCS 241

Dorothy Hooley received a grant in BCS 241 to integrate performance-based learning into the Network Engineer curriculum by detailing the tasks list for the core courses. She will tie the Abilities and outcomes to the objectives stated in her syllabus and will build a template to allow observable, measurable assessment of student performance and self-assessment.

Hydraulic Design

Pat Brookhart received a grant in Hydraulic Design to write curriculum for performance based education for his Hydraulic Design class. Practical application of designing hydraulic systems based on actual examples of mechanical machinery is needed to prepare the students for employment. The students will be required to perform real-world problem solving as well as to be able to communicate ideas, gather information, and ask appropriate questions. He has previously done a PBE for his component repair class which made a major improvement in that class. The discipline required to format ideas and assessment strategies created an entirely new approach. Using a verbal question/answer grading system for assessment greatly increased the validity of the grade earned. In addition, students were challenged to a level and learned more with that technique.

Heavy Equipment

Tony Livingston received a grant in Heavy Equipment to develop a standardized engine testing platform on which to measure students' competencies in the area of engine troubleshooting and engine tune up procedures.

Physical Education

Wally Heidenson received a grant in Physical Education to incorporate the Outcome Abilities through reading assignments, class lecture and discussion, student projects, and behavior modification. The assessment strategies will be written tests, evaluation of classroom projects, behavior change, and attendance.

Mathematics

Sreedharani Nandagopal received a grant in Mathematics to restructure her course syllabus for any math class she will be teaching by incorporating the four Outcomes Abilities gradually. Her math students will be taught responsibility in many different ways, including being held responsible for setting priorities, managing their time, and setting a goal every day and achieving it. Effective communication plays a major role in because it can be considered another language, and students have to translate from mathematics to English and vice/versa very well to be successful in the class. They will be assessed on problem-solving techniques of understanding the material, logical reasoning in their thoughts, compiling, analyzing and

synthesizing the information.

Speech Communications

Meg Kreiner received a grant in Speech 102 to develop a portfolio in which students in her 102 Interpersonal Communication class complete specific assignments that relate to each of the four Outcomes Abilities. She will involve students in the Abilities by self-assessment and peer feedback.

Val Clark received a grant in Speech to assess employers' responses to a survey, and the results will be incorporated in her job communication skills and APLED class. Problem solving skills will be assessed by the instructor and by peer evaluations of group exercises. Other communication skills will be measured in a similar manner.

HVAC Don Renz received a grant to continue developing his course curriculum developed under a former grant, with special attention on assessment of student learning. He was able to develop assessment tools that have been successful with part of the curriculum. All four Abilities are by nature a part of an HVAC/R technicians every-day life.

Nursing

Charlotte Knechtel received a grant in nursing to develop a performance-based education packet for students in Nursing 131 Intravenous Therapy Concepts. The project is designed to specifically promote responsibility and problem solving. The module will allow students to participate in their own learning by providing a self-directed practice opportunity.

Claudia Kroll received a grant in Women and Health 107 to integrate the Abilities into the curriculum. Two student learning outcomes--communication and global awareness--will be discussed early in the quarter. The instructor will use these criteria to develop evaluation forms for use by the students to complete self-evaluation and peer evaluations. A feminist pedagogy will be used to assist the women in this course to find their own voices and learn to become advocates for themselves in the health care system.. An open mind that appreciates the wide diversity of women's health concerns locally, nationally, and internationally will be encouraged. Listening, observing and sharing nonjudgementally about women's health issues around the globe will be a foundation concept for the class.

Marilyn Malon and Karolyn Tveit received a grant in Nursing 145, a 12 credit class, to review and update student activities as they relate to measurable learning outcomes. This project will incorporate the Outcome Abilities by analyzing the Nursing 145 syllabus and comparing and contrasting the objectives and methods of evaluation with the criteria of Spokane Community College Student Learning Outcomes.

Linda Hoogendijk, Linda Williamson, and Stasia Warren received a grant in Nursing 225 to revise the course description, objectives, vocabulary, and content to reflect integration of the SCC Outcome Abilities. This is a 10-credit class which is taught by a team of 5 instructors. They will write specific learning objectives to incorporate the Outcome Abilities for each learning unit in Nursing 225.

Health Science

Michele Cantlon received a grant in Operating Room Skills for , a class that focuses on the specialty of surgical nursing for the Registered Nurse. A performance-based module for the experiential section of this class will be developed. The student will also benefit from having a hard copy of Abilities practiced from the hospital setting that students might use in seeking employment.

Social Science/Humanities

Karin Hilgersom received a grant in Introduction to Women Studies. Her project requires a Capstone research paper after an introductory discussion on the four Outcomes Abilities. First , students in teams (communication skills) must formulate a working hypothesis and seek a design or instruments that complement the hypotheses. This requires an anticipation of problems which may arise--perhaps as a result of a flawed research design or process. The project will be judged by an open-ended assessment instrument.

Business Accounting

Judith Hinman received a grant in Accounting 216 to incorporate PBE into the course. Her goal is for the students completing this course to be able to pass the Microsoft Certification Exam at the "Proficiency" level, and PBE is the way to provide them with the skills needed to pass that exam. Assessment strategies will target that goal.

Office Technology

Sheri Renner received a grant in Business Correspondence 272 to develop a Capstone Project incorporating the four Abilities to highlight research and writing skills students will gain. Students will choose a nonprofit organization to interview, research, and then write a problem-solving report. For assessment, she will provide her expectations in the syllabus, on assignment sheets, and on grading sheets shared with the students. Students will complete peer evaluations on all major assignments and some group and daily work. Each major assignment contributes to the capstone portfolio. After revising their work, students will be asked to self-evaluate and edit their assignments before turning them in for summative feedback. Students will evaluate each other's oral presentations and give written feedback to the presenters.

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